Religious Education:

The World Around Us
In *The World Around Us* students explore the goodness and beauty of God’s creation. Prayers and psalms of praise for creation and a commitment to care for it are introduced as ways of responding to this gift.

Protected by God
In this unit students explore the experience of God as protector. They are introduced to stories about Moses and David, who were protected by God and in turn led and protected their people. Students identify people in their own lives who are sources of God’s love and protection.

Literacy:

Reading:
During reading sessions the children work in small groups of like abilities. The children are assessed and monitored on a regular basis, and focus activities are devised to meet the specific needs of each group.

- Children will be involved in:
  - Guided reading, involving specific teaching time with the teacher
  - Book related tasks
  - Computer reading tasks
  - Spelling and word building games
  - Big book activities
  - Independent reading

During word study sessions, we will be focussing on:

- Letter name and letter sound,
- Sounds and blends,
- Initial sounds, final word blends,
- Word recognition
- Rhyming words
- High frequency words

This will be done through activities such as songs, rhymes, phonic games and computer programs.

Writing:

The children are working on recounts (journal writing) and simple factual writing (information reports).

This term we will be focussing on:

- Punctuation - capital letters, full stops
- Spaces between words
- Letter/sound relationships
• Writing to convey a message
• Sequencing of simple ideas
• Handwriting: correct letter size
  : correct formation
  : correct starting points
  : pencil grip
  : posture
  : position of paper

**Speaking and Listening:**

Opportunities for speaking and listening occur regularly in the Prep classroom. These include-

• Show and tell
• Shared reading
• Guided reading
• Class discussions
• Co-operative group work
• Pair work
• Buddies

The focus for this term will be on:

• developing habits such as looking at the speaker, sitting quietly
• recalling information orally
• giving an opinion on a topic
• asking relevant questions related to a topic of discussion
• answering questions related to a topic of discussion

**Numeracy:**

**Number:**

• Use materials and a calculator to recognise, generate and represent simple number patterns.
• Count, compare and order collections of at least 20 objects.
• Model numbers up to at least 10 and use counting strategies to find and talk about relationships between small numbers.
• Record simple addition and subtraction facts and doubles up to 10.
• Use knowledge of numbers, counting and addition and subtraction relationships to explore and describe simple, everyday numerical situations including the use of money.

**Measurement, Chance and Data:**

• Recognise, investigate and describe events that involve chance and recognise the unpredictable nature of particular outcomes.
• Pose questions with guidance and collect information in order to answer the questions posed.
• Represent, summarise and discuss data using concrete and pictorial displays (e.g. simple graphs) and oral descriptions.
• Describe time in terms of familiar routines and events within own life.
• Relate the function of clocks to the telling of time.

**Space:**
• Use and understand simple everyday location words to follow and give an oral direction.
• Follow short paths on simple drawings and models.
• Represent parts of familiar environments by building models.
• Copy simple pictures and patterns.
• Use shape and orientation to fit several simple shapes together by copying or by matching lines.

**Integrated Studies:**

Unit: Celebrations (Cultural diversity)

**Purpose:**
• To develop an understanding of a variety of celebrations and how they link to cultural heritage.

**Key Understandings:**
• Celebrations are times when groups of people come together to commemorate or think about a special occasion/event.
• Every culture has celebrations of some kind.
• Respecting different cultural celebrations will lead to ‘living in harmony’.

**Physical Education:**

<table>
<thead>
<tr>
<th>Focus/Skill</th>
<th>Activities</th>
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<tr>
<td><strong>Skipping</strong></td>
<td>Bounce using two hands</td>
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<tr>
<td><strong>Ball Control</strong></td>
<td>Continuous bounce using one hand</td>
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<tr>
<td></td>
<td>Dribbling with the feet</td>
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<tr>
<td><strong>Throwing</strong></td>
<td>Underarm two hands</td>
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<tr>
<td>accuracy, distance, height, speed &amp; spin</td>
<td>Rolling underarm</td>
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<td></td>
<td>Underarm throw</td>
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<tr>
<td><strong>Kicking</strong></td>
<td>Large ball</td>
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<tr>
<td>accuracy, appropriate speed, distance, height &amp; spin</td>
<td>Large ball at a target</td>
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<td></td>
<td>Punt kick large ball</td>
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<tr>
<td><strong>Ball Games</strong></td>
<td>Football</td>
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<td>Soccer</td>
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<td>Netball</td>
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**Library:**
During Term 3 the students will be reading and critically analysing the books nominated by the Australian Children’s Book Council for 2009. The theme we will be exploring is BOOK SAFARI– we will also be reading popular books from the past written by well known authors. There will be a Book Week celebration involving a range of activities including a favourite character dress up day, an interactive environment incursion and display and a drawing competition.

**Art:**

In all year levels, Term 3 Art will continue to be used as a vehicle for exploring new ideas and experimenting with different mediums. The children will be allowed the opportunity to be individually expressive, creative and communicative via their art work. They will be encouraged to further develop and refine their existing skills in line, tone, texture, pattern, shape, colour, fine line drawing and to a less extent, construction. The children in all levels will continue to experiment with the mediums which predominantly include paint, watercolours, charcoal, chalk, oil pastels, crayons and pencil. Printing, collages, tearings, rubbings and markings are some of the processes which will be undertaken in order to add special effects to artwork. Children will be encouraged to respect the diversity of all artwork produced thus promoting self-esteem, confidence and artistic skill within each child.

**LOTE:**

Through the text ‘Il Sole e Il Vento’ the children will be taught rhymes and chants that tell of weather conditions. The question ‘Che tempo fa?’ will be introduced and expressions such as ‘fa freddo’, ‘fa caldo’, ‘tira vento’, ‘piove’ and ‘c’e’ il sole’ will be taught. The children will be involved in creating their own Italian take home reader this term. The story of “Che Cosa Faccio a Scuola?” will offer the children the opportunity to brainstorm the activities that they are immersed in whilst at school. The simple phrase ‘A scuola......’ will be taught together with the more common activities that form part of the children’s school day, activities such as writing, reading, playing, drawing etc. Children will put together a short booklet of their own in which they state and illustrate the activities covered in class.